Teaching

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Teaching

Teaching in the Secondary
Schools of Ontario
Ontario Department of Education

The test of a successful education is not the amount of knowledge that a pupil takes away from school, but his appetite to know and his capacity to learn.

Sir Richard Livingstone

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by William G. Davis
Minister of Education

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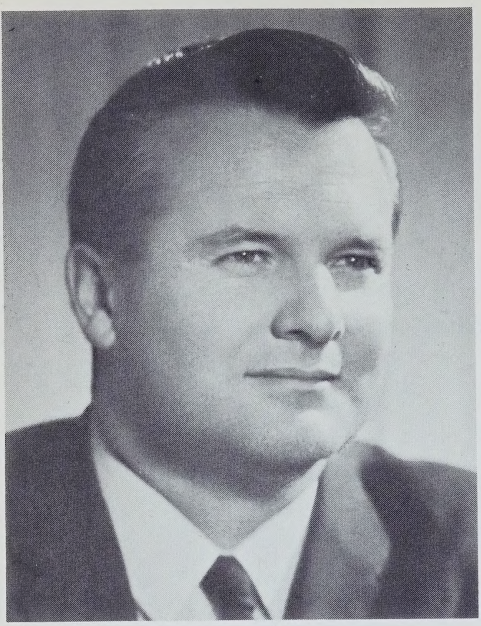


Teaching Comes of Age

The growing recognition of the importance of education and the resulting increase in secondary school enrolments has created a great demand for secondary school teachers.

At any stage of their development children require individual attention, sympathetic understanding and the opportunity to have access to an educational program which takes into consideration their abilities, their interests and their personal aspirations. At the secondary school stage of their development, when adolescents are about to make vital decisions regarding preparation for the vocations and professions which will be their consuming interest throughout their adult lives, it becomes all the more important to provide sound direction and leadership in order that each individual may realize his full potential.

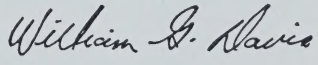
The emergence at the secondary school level of new programs of study, aimed at ministering to the needs of the widely diversified interests and talents of our heterogeneous student population, is creating a demand for teachers with specialized knowledge. The increasing emphasis on technological development and the growing acceptance of subjects related to business and industry are taxing to the limit our ability to provide a sufficient number of highly qualified secondary school teachers.

Today, teaching enjoys prestige, status and advantages equal to those of many of the most highly respected professions. Moreover, a thorough examination of the opportunities for recognition and personal satisfaction, security, financial rewards, working conditions and fringe benefits indicates that few professions offer more attractive opportunities for a dignified, rewarding and creative career.

The following pages provide information of interest to prospective teachers of secondary schools. If you have the required qualifications, or are willing to acquire them, we would be pleased to discuss the merits of embarking on a teaching career.

The Teacher Education Branch of the Department of Education will welcome your enquiries.

William G. Davis
Minister of Education



Since knowledge and technology are constantly changing, it is not existing knowledge that is important, but adaptability, a curiosity about knowledge, knowing where it can be found and how it can be used in various changing circumstances.

Sir Ronald Gould

The Changing Educational Scene

The slogan 'Education is everybody's business' has assumed a new importance in the 1960s. Today, one third of the entire Ontario budget is allocated, directly or indirectly, to education. Furthermore, education is reaching out to encompass a far greater portion of the population than heretofore. In 1955, approximately 51.1% of the 15-19 year olds were enrolled in our secondary schools, and only 13% of our pupils who entered Grade 1 in 1942 succeeded in obtaining the Secondary School Honour Graduation Diploma in 1955. Today, the schools' retention of pupils in the 15-19 year range has increased to 73.6%, and of the students who registered in Grade 1 in 1952, 24.5% obtained the Diploma in 1965.

During this decade, whereas the 15-19 age sector of the population increased by 66.6%, the enrolment of students within this age bracket increased by 139.8% – an eloquent testimonial to the increase in educational interest. Our educational expenditures have risen from $242,719,000 in 1955 to $694,465,000 in 1965 – an increase of 186%. Moreover, if statistical projections are accurate, the crest of educational expenditure for the future may not yet be in sight.

Interesting as these statistics may be, they depict only the quantitative change which education has undergone in recent years. Of even greater significance is the growth of scientific knowledge and the impact of technological development on our economic and social structure. In the classroom, modern media of communication, such as audio-visual and electronic teaching aids, television, film and recording devices, have revolutionized methods of instruction.

This hunger for knowledge is due to a complex combination of reasons that is international in scope and the success in finding a formula to appease this hunger threatens to become a requisite for national survival. Nations are allocating a substantial portion of their gross national product to push back the horizons of known knowledge, and recognized leaders of the crusade for the new 'Age of Enlightenment' are held in high honour and esteem.

With the marked increase in enrolment in the various branches and courses of the secondary school field, the demand for secondary school teachers has risen sharply. Commensurate with this demand has been the increase in professional prestige, salary and general working conditions.

The selection of a profession involves the making of vitally important decisions. One must take into consideration one's aptitudes, talents and aims as well as the opportunities for recognition, growth and realization of one's aspirations and ambitions.

This booklet attempts to point out the merits of teaching in the secondary schools of Ontario. It provides information concerning the role of the teacher in the community and the characteristics of the teaching task. It presents a survey of working conditions and available rewards, and furnishes information regarding qualifications for a wide variety of certificates valid in the secondary schools of Ontario.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France

I touch the face of humanity each day in my classrooms, for I teach the ambitious and the indolent, the brilliant and the slow, the mature and the immature. I gaze at a quiet classroom, heads bent, minds intent on the lesson . . . I catch the enthusiasm of the eager search of a bright-eyed young scholar for an answer to his question . . . I study the prospective drop-out, the disinterested clock-watcher, the bitter delinquent, master of wise-cracks and rebellion. I contemplate the endless quest of my young philosophers in their determination to know the core of life. I listen to a sixteen-year-old lay her soul bare before me in a few moments of counselling. These daily teaching scenes emphasize that no human endeavour requires more wisdom, more humility, more labour or more dedication than teaching. Teaching is my profession, my way of life, my opportunity to live richly and deeply, my fulfilment of that which is useful, beautiful and true.

Lawana Trout : *Laboratory of My Life*
National Education Association

What is the Task of the Teacher?

The secondary school teacher has, as the nucleus of his responsibility, the instruction in specified subjects of the curriculum. The most important aspect of his work by far, however, is the indefinable but nevertheless very real influence that he exerts, through the medium of his subject field, in establishing wholesome moral, cultural and social values.

The good teacher will lead pupils to form their own conclusions by training them to think, to evaluate and to judge. He will challenge them to seek, and stimulate them to find the source of information. He will know how to arouse their curiosity, foster their capacity for learning and for growth, and instil in them a respect for work.

In addition to his instructional duties, he will be called upon to participate in the extra-curricular activities and assume some administrative duties necessary for the smooth operation of the school.

The life of a teacher is a busy one in spite of the short classroom day. Lesson preparation and keeping abreast of the latest developments in educational research and modern pedagogic techniques will demand a considerable part of school time. There are few professions, however, that offer greater satisfaction in the knowledge of a job well done. Moreover, there is little to equal the thrill of witnessing the light of understanding that is kindled in the eyes of a pupil who has made a new discovery.

The Qualities of the Good Teacher

Anybody can be Pestalozzi from the back of the class.

Professor of Education,
Alfred H. Grommon
Stanford University

The master teacher, like the great artist, handles his tools with consummate skill, and manages to achieve amazing effects with economy of materials and with little apparent effort.

It is difficult to reduce the art of skilful teaching to a precise formula. It is the intangible and elusive qualities, and the use that is made of them, that distinguish the master craftsman from the plodding practitioner.

Few people will agree on all the characteristics that the good teacher must possess ; however, most will concede that our best teachers combine at least some of the qualities, techniques and abilities that follow :

– authoritative, up-to-date knowledge in at least one field of subject-matter in the curriculum ;
– a mastery of current, effective teaching methods and techniques, and a thorough acquaintance with modern pedagogic theories and available teaching-aids media ;
– a belief in the importance of the subject to be taught and a readiness to present it in a vigorous, dramatic manner ;
– intellectual curiosity and a fondness for study ;
– the ability to motivate students, to kindle

their curiosity and foster a creative urge to further study ;
– flexibility, imagination and resourcefulness ;
– a genuine interest in people ;
– a sense of humour ;
– a sense of justice, fairness and impartiality ; and
– administrative and organizational ability.

Few teachers possess all the qualities mentioned above during the initial stages of their teaching careers. As a result of experience and continued study in their professional field, many teachers do achieve distinction in their chosen profession.

It is important to note that our concept of the role of the teacher is changing. We no longer visualize him 'as a fountain of wisdom, but as a remover of roadblocks. He removes himself to the sidelines. Here he becomes a goad as the process of education moves from the antiquity of memorized learning to the modernity of intellectual enquiry . . . It is better for the student to learn a small amount through his own activity than a great deal through the activity of the teacher.'*

Thus, the most important function of the modern teacher is to foster discovery through enquiry and to inculcate habits conducive to satisfying intellectual curiosity.

*B. Frank Brown :
The Nongraded High School

Opportunities and Advantages

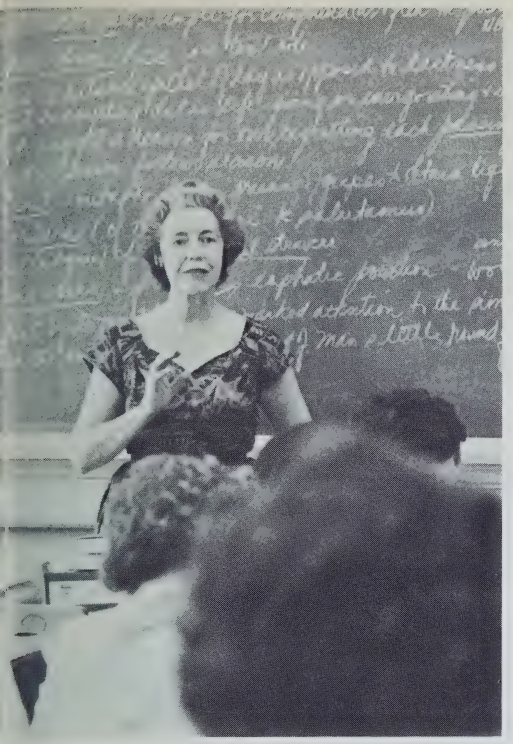
Teaching, as a profession, offers many attractive opportunities. Well qualified secondary school teachers are in great demand, and boards frequently offer substantial inducements to successful teachers in an effort to acquire their services.

Teachers accepting their initial appointment receive a probationary contract, valid for two years, if renewed at the end of the first year.

Experienced teachers may be offered a probationary contract for one year only, and must be given a permanent contract if their services are retained beyond the first year. The permanent contract assures security of tenure provided that professional competence and ethics are maintained.

Most employing boards have an established salary schedule in which teachers proceed by regular annual increments from a minimum to a maximum salary. Placement on the schedule is generally determined in accordance with academic and professional qualifications, experience, and job responsibility. Because of vastly increased enrolments, teaching is, and will continue for some time to be, an expanding profession offering certainty of employment, with positions available at all academic levels and with opportunities for specialists in academic, vocational, occupational and other specialized fields.

There are abundant opportunities for promotion and growth for the teacher who



is academically ambitious and professionally alert. Academic and administrative posts within his own school system – Assistant and Associate Head of Department, Master Teacher, Subject Co-ordinator, Vice-Principal and Principal – all vie for the teacher's services with a variety of similar positions in other provincial jurisdictions. Now more than ever before, the good teacher has opportunities for recognition, leadership and a rewarding life. He has, in addition, the satisfaction of knowing that he is a member of a dynamic profession which offers many outlets for his creative talents and which is striving to keep pace with our rapidly changing society.

In the matter of fringe benefits, few professions can compare with the favourable provisions made by boards. Subsidized medical and hospital insurance schemes in addition to generous, cumulative sick-leave benefits and an excellent superannuation plan offer assurances of security during illness and old age. Extensive holidays during the summer months and during the Christmas and Easter holiday season provide opportunities for travel or further study.

Teaching is like painting a picture or making a piece of music, or on a lower level like planting a garden or writing a friendly letter. You must throw your heart into it, you must realize that it cannot all be done by formulas or you will spoil your work, and your pupils, and yourself.

Gilbert Highet :
The Art of Teaching

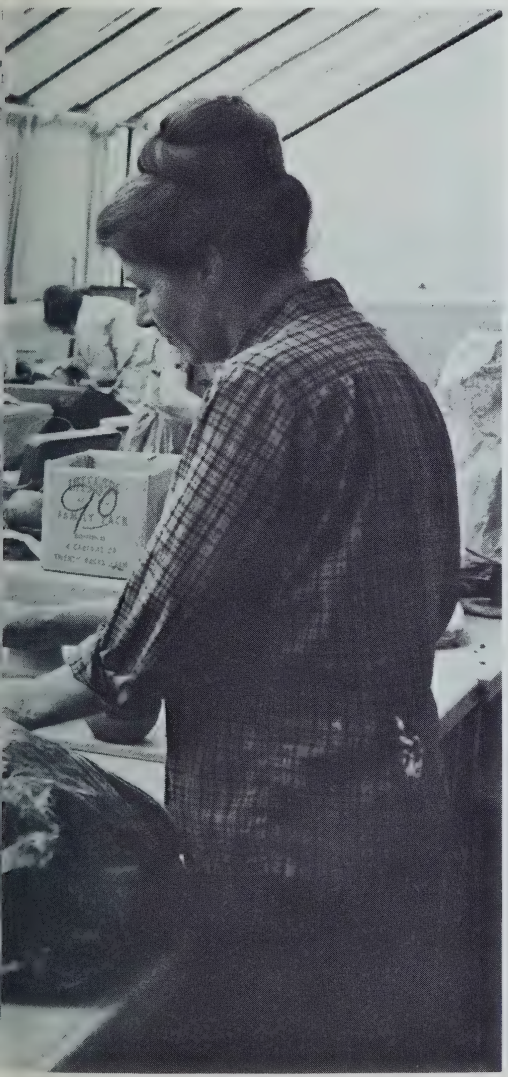
How Do I Qualify As A Secondary School Teacher ?

Secondary School Teaching Qualifications

To be a qualified secondary school teacher in Ontario, you must have one of the following basic certificates :

1. a High School Assistant's Certificate,
2. a High School Vocational Certificate.

There are several variations of these basic certificates as well as many additional certificates that permit the holder to teach special subjects requiring specialized skills.



Teachers of Academic Subjects

A qualified teacher of academic subjects of a secondary school requires an approved degree from an accredited university and an Interim High School Assistant's Certificate, Type B.

This certificate is granted by the Minister of Education for Ontario upon successful completion of a teacher training course at an Ontario College of Education, subsequent to the acquisition of an approved, basic, university degree.

Teacher training courses at the secondary level are at present of two types :

1. the Winter Course (September to May), and
2. the Emergency Summer Courses, offered in two successive summers :

a) the Initial (Eight Weeks) Course and
b) the Completing (Seven Weeks) Course.

Basic Academic Certificates

Basic academic certificates are of two types :

1. Interim High School Assistant's Certificate, Type B, (for General Three-year Course graduates), and
2. Interim High School Assistant's Certificate, Type A, (for graduates with second class honours, or better, from certain designated honours courses, or for those who can qualify in accordance with one of the patterns listed in the Departmental Circular 649).

These certificates are valid for five years from date of issue and can be made permanent after two years of successful teaching on the interim certificate upon the recommendation of the inspector concerned that the standards set by the Department for the granting of the corresponding certificates have been met.

The basic academic certificate entitles the holder to teach any 'academic' subject in a secondary school, from Grade 9 to Grade 13 inclusive.

The subjects classified as academic include the following : English, *français,* History, Geography, Modern Languages, Mathematics, Latin, Greek, Science, Economics, Geology, Political Science, Psychology and Sociology.

Teachers of Vocational Subjects

Teachers of Technical or Occupational subjects in the vocational classes of a secondary school must show evidence of at least Grade 12 standing (or standing which the Minister considers equivalent), and approved, practical, wage-earning experienced in a skilled trade directly related to the specialized subject field.

Candidates for admission to the course offered at a College of Education, leading to a Vocational certificate, are required to pass a skill test administered by an official of the College.

Detailed information regarding minimum admission qualifications, available courses, professional experience required and course content is available from the following sources :

1. A pamphlet entitled : *How Do I Qualify As A Vocational Teacher In Ontario ?* by Prof. R. D. Phillips, B.Sc., M.Ed., P.Eng., 1964, The College of Education, Toronto,
2. Calendars of Althouse College of Education (London), and The College of Education (Toronto),
3. The Associate Registrar, Althouse College of Education, 1137 Western Road, London, and The Director of Vocational Teacher Education, The College of Education, 371 Bloor Street West, Toronto 5.

Basic Vocational Certificates

There are two basic vocational certificates available to candidates who complete successfully the Vocational Teacher Training Course at a College of Education in a specialized vocational field :

1. The Interim Vocational Certificate, Type B,
2. The Interim Vocational Certificate, Type A.

These certificates, like their academic counterparts, are valid for five years, and may be made permanent after two years of successful teaching, upon assurance by the inspector concerned that the conditions for making the certificate permanent have been met.

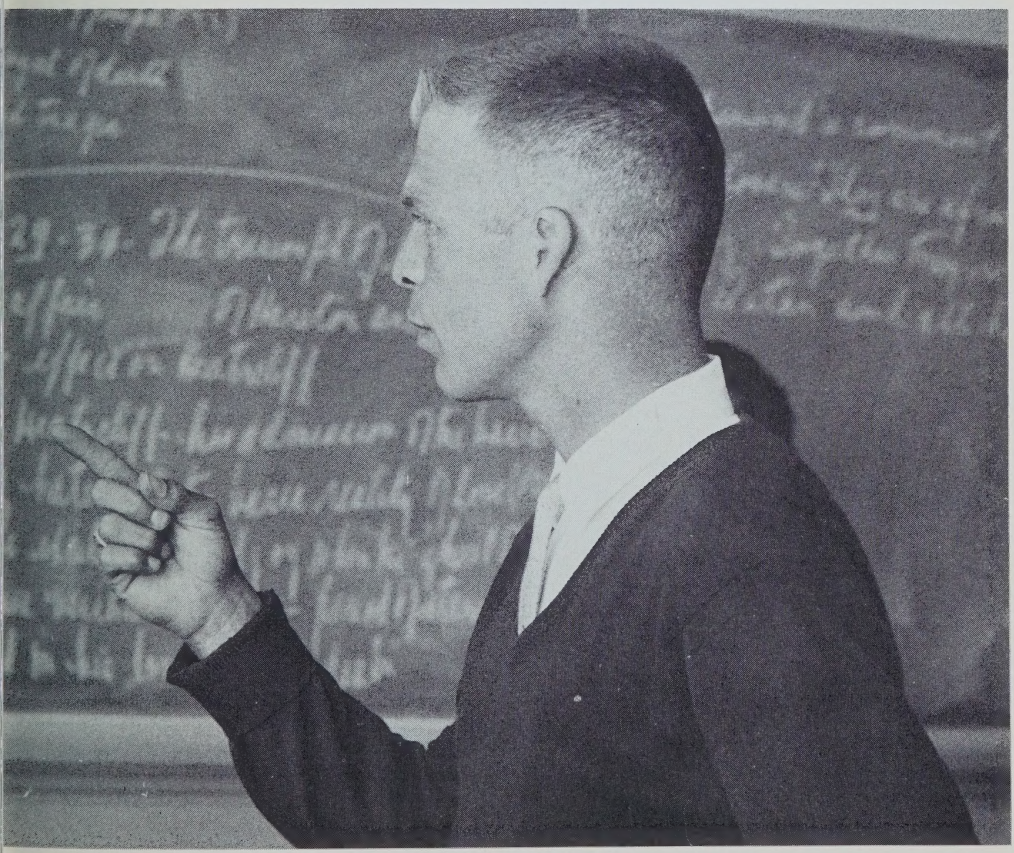
The Vocational Certificates (Interim or Permanent) entitle the teacher to instruct in the vocational subjects in a secondary school, or in the practical subjects of the Occupational Course.

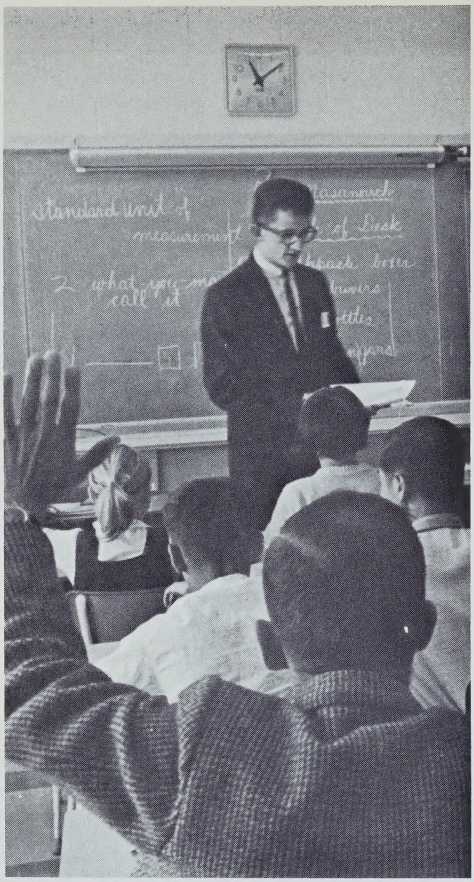
Teachers of Special Subjects

In addition to the basic academic and vocational certificates valid in secondary schools, supplementary certificates are required for the teaching of certain special subjects demanding specialized knowledge, training or experience.

Examples of such subjects are Art, Guidance, Home Economics, Industrial Arts, Music, and Occupational subjects.

Information regarding qualifications for these certificates is outlined in Regulation 101, Special Certificates, issued by the Department of Education, and available from the Publications Office of the Department of Education, 44 Eglinton Avenue West, Toronto 12.





Appendix

For Further Information Consult the Following

– The Director, Teacher Education, Department of Education, 44 Eglinton Avenue West, Toronto 12.
– The Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12.
– The Associate Registrar, Althouse College of Education, The University of Western Ontario, 1137 Western Road, London, Ont.
– The Registrar, The College of Education, 371 Bloor Street West, Toronto 5.
– The Registrar, McArthur College of Education, Queen's University, Kingston, Ont.

Publications

1. *Circular 43,* issued annually by the Department of Education, available from the Publications Office, Department of Education, 44 Eglinton Avenue West, Toronto 12.
2. *How Do I Qualify As A Secondary School Teacher In Ontario ?* by Dr. H. O. Barrett, The College of Education, 371 Bloor Street West, Toronto 5.
3. Calendars of the Colleges of Education.
4. *Regulations, Secondary Schools, Department of Education* (available from the Publications Office, Department of Education, 44 Eglinton Avenue West, Toronto 12.)
5. Department of Education Circular 649 – *Academic Requirements for Admission to Courses and Examinations at the Colleges of Education leading to the Interim High School Assistant's Certificate, Type A.*
6. Department of Education Circular 612 – *Memorandum re Courses Leading to Permanent Teaching Certificates Valid in Ontario Secondary Schools.*

Interim High School Assistant's Certificate - Type B

ONTARIO
The Department of Education Act

THIS IS TO CERTIFY THAT

.....

having complied with the regulations prescribed for The Department of Education, is hereby granted an **Interim High School Assistant's Certificate, Type B,** valid for five years from the date hereof in a high or continuation school, or a collegiate institute, or in the academic classes of a vocational school, or in Grades 9 and 10 of an elementary school.

The holder of this certificate was examined in the following subjects of the teacher-training course:.....

Dated at Toronto this.....day of.....19.....

Registered Number.....

.....
Registrar

.....
Minister of Education

SPECIMEN

Interim Vocational Certificate Type B

ONTARIO
The Department of Education Act

THIS IS TO CERTIFY THAT

.....

having complied with the regulations prescribed for The Department of Education, is hereby granted an **Interim Vocational Certificate, Type B,** in.....,

valid for five years from the date hereof in a secondary school.

Dated at Toronto this.....day of.....19.....

Registered Number.....

.....
Registrar

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Minister of Education

SPECIMEN